Launching Unit 3 (Chapters 6 and 7)

Objective: Students will identify the setting, important people, and key events of the American Revolutionary period while applying reading strategies.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Do a KWL chart or anticipation guide to gauge students understanding of the events leading up to the American Revolution and the war itself. Connect to children’s prior knowledge and discuss what was learned in Language Arts
2. Preview the unit with the students beginning on text page 209 A. Discuss the big idea and essential questions for the unit.
3. Read and discuss the timeline on page 209, people on page 210-211, and map on 212-213
4. Teach the focus skill: Cause and Effect on pages 214-215
5. If time, read Paul Revere’s Ride and tie it into previous learning from Language Arts

Chapter 6, Lesson 1: Fighting For Control

Objective: Students will explain how the French and Indian War changed relations between the colonists and British.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Begin by previewing the chapter on page 220-221. Distribute the packets for Chapter 6. Discuss the big idea and essential questions that they will understand and answer while reading the chapter. Have students answer the “Thinking about What they know” question and preview the vocabulary in their packets.
2. Introduce the vocabulary, people, and places on p. 222. Review the cause and effect focus skill.
3. Students will read lesson one in trios while responding to the questions in their packet.
   1. Differentiation: Group kids together so that they can assist each other while working.
   2. Work with learning support students in the back and read the text aloud to them or pair them with supportive, higher-level peers.
4. Read the lesson together and discuss the key ideas, events, and people. Check the answers to the questions in their packets.
5. Review important maps and causes and effects on p. 227
6. Closure: Students will complete the sequencing activity in their Social Studies workbooks.

Chapter 6, Lesson 2: Colonists Speak Out

Objective: Students will demonstrate understanding of why colonists were angered by Britain’s new colonial laws while applying reading strategies in nonfiction text.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Preview the lesson beginning on page 230. Discuss the big idea and essential questions that they will understand and answer while reading the chapter. Have students answer the “Thinking about what they know” question and preview the vocabulary in their packets.
2. Introduce the vocabulary, people, and places on p. 230. Review the cause and effect focus skill.
3. Students will read lesson one in trios while responding to the questions in their packet.
   1. Differentiation: Group kids together so that they can assist each other while working.
   2. Work with learning support students in the back and read the text aloud to them or pair them with supportive, higher-level peers.
4. Read the lesson together and discuss the key ideas, events, and people. Check the answers to the questions in their packets.
5. Review important maps in the lesson and causes and effects on p. 236
6. Closure: Students will complete the corresponding activity in their Social Studies workbooks.

Chapter 6, Lesson 3: Disagreement Grows

Objective: Students will demonstrate understanding of what the colonists did to protest British rule while applying reading strategies in non-fiction text.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Preview the lesson beginning on page 238. Discuss the big idea and essential questions that they will understand and answer while reading the chapter. Have students answer the “Thinking about what they know” question and preview the vocabulary in their packets.
2. Introduce the vocabulary, people, and places on p. 238. Review the cause and effect focus skill.
3. Students will read lesson one in trios while responding to the questions in their packet.
   1. Differentiation: Group kids together so that they can assist each other while working.
   2. Work with learning support students in the back and read the text aloud to them or pair them with supportive, higher-level peers.
4. Read the lesson together and discuss the key ideas, events, and people. Check the answers to the questions in their packets.
5. Review important maps in the lesson and causes and effects on p. 243
6. Closure: Students will complete the corresponding activity in their Social Studies workbooks.

Chapter 6, Lesson 4: The Road to War

Objective: Students will demonstrate understanding of how the colonists prepared for war with Great Britain while applying reading strategies in non-fiction text.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Preview the lesson beginning on page 244. Discuss the big idea and essential questions that they will understand and answer while reading the chapter. Have students answer the “Thinking about what they know” question and preview the vocabulary in their packets.
2. Introduce the vocabulary, people, and places on p. 244. Review the cause and effect focus skill.
3. Students will read lesson one in trios while responding to the questions in their packet.
   1. Differentiation: Group kids together so that they can assist each other while working.
   2. Work with learning support students in the back and read the text aloud to them or pair them with supportive, higher-level peers.
4. Read the lesson together and discuss the key ideas, events, and people. Check the answers to the questions in their packets.
5. Review important maps in the lesson and causes and effects on p. 248
6. Closure: Students will complete the corresponding activity in their Social Studies workbooks.

Chapter 6, Lesson 5: Declaring Independence

Objective: Students will demonstrate understanding of how the 13 colonies cut their ties with Britain while applying reading strategies in non-fiction text.

* Pennsylvania Reading Assessment Anchors:
  + R5.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.
  + R5.A.2.2, Identify and apply word recognition skills
  + R5.A.2.3. Make inferences, draw conclusions, and make generalizations based on text
  + R5.A.2.4. Identify and explain main ideas and relevant details.
  + R5.A.2.5. Summarize a nonfiction text
  + R51.2.5.E**:** Read, understand, and respond to essential content of text and documents in all academic areas.
  + R5.B.3.3. Identify and interpret how text organization clarifies the meaning of non-fiction text

1. Preview the lesson beginning on page 252. Discuss the big idea and essential questions that they will understand and answer while reading the chapter. Have students answer the “Thinking about what they know” question and preview the vocabulary in their packets.

2. Introduce the vocabulary, people, and places on p. 252. Review the cause and effect focus skill. Show the primary resources page on 255.

1. Students will read lesson one in trios while responding to the questions in their packet.
   1. Differentiation: Group kids together so that they can assist each other while working.
   2. Work with learning support students in the back and read the text aloud to them or pair them with supportive, higher-level peers.
2. Read the lesson together and discuss the key ideas, events, and people. Check the answers to the questions in their packets.
3. Review important maps in the lesson and causes and effects on p. 259.
4. Closure: Students will complete the corresponding activity in their Social Studies workbooks.